



The Role Of Teacher and Student Interpersonal Communication in Developing Awareness of Gadget Use: A Case Study at State Elementary School 2 Perumnas Way Kandis

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Abstract: This study aims to determine and analyze the role of interpersonal communication between teachers and students in fostering awareness of gadget use at SD Negeri 2 Perumnas Way Kandis. Interpersonal communication is considered a key factor in shaping student behavior, particularly regarding the wise use of technology in the school environment. Teachers, as key figures in the school environment, have a significant responsibility in conveying values and information regarding the positive and negative impacts of gadget use. The method used was a qualitative approach with a case study design. Data collection techniques included observation, in-depth interviews, and documentation. The informants in this study consisted of 15 individuals, including teachers, sixth-grade students, and parents, selected using purposive sampling and snowball sampling techniques. Data validity was tested through source triangulation to ensure the accuracy and reliability of the information. The results showed that teachers' interpersonal communication, which encompasses openness, empathy, support, equality, and a positive attitude, proved effective in raising students' awareness regarding gadget use. Teachers who are able to create two-way communication, provide open dialogue, and demonstrate empathy, are able to foster students' understanding and wise attitudes regarding gadget use. Furthermore, collaboration between teachers and parents also strengthens the implementation of gadget use rules both at school and at home. Consistent and educational communication makes students more aware of the time, content, and purpose of gadget use. This research confirms that good interpersonal communication between teachers and students is a crucial foundation for character education and digital literacy from an early age.

Keywords: Interpersonal Communication, Teachers, Students, Gadgets, Awareness, Case Study.

Introduction

The digital era has fundamentally changed the landscape of communication and social interaction, creating new challenges in the world of education, especially in developing children's awareness of the wise use of technology. Current technological advances are very rapid, making communication increasingly sophisticated, this causes human demands for information needs to be higher.

Improvements in the fields of technology, information, and communication have resulted in the world no longer recognizing boundaries, distance, space, and time. Gadgets have become an inseparable part of the lifestyle of Indonesian people, including elementary school children (Amalia, 2019). Reported from the investor page business, smartphone users in Indonesia are projected to reach 194.26 million in 2024, an increase of 4.23 million (2.23%) compared to 2023. This phenomenon has a significant impact, especially for children who are vulnerable to excessive gadget use.

According to Wijanarko, gadgets or in Indonesian gawai refer to tools or devices made with a specific purpose and function, which are specifically designed to be more sophisticated than previously created technology. Gadgets, both tablets and smartphones, are technological tools that contain various applications and information about everything in this world. With the presence of mobile phones and smartphones, all human activities become easier, but on the other hand, it brings its own challenges in managing them, especially for children. Gadgets, both tablets and smartphones, are technological tools that contain various applications and information about everything in this world (Aulia, 2019).

As the era progresses, innovations in smartphones increasingly enhance or even take over various mental functions (Wilmer et al., 2017). These various innovations in new features have made smartphones increasingly attractive and marketable. This is evidenced by the 5.6% increase in the number of smartphone users worldwide in 2019, reaching 3.2 billion compared to the previous year (Pusparisa, 2020). Therefore, smartphones are an effective tool for fulfilling basic human needs such as communicating, getting clothes, eating and drinking, chatting, and even watching films or dramas, which were previously usually done on television (Syifa, 2020). In Indonesia, in 2019, the number of people using smartphones reached 92 million people (Damashinta, 2019).

One of the most sought-after smartphone features is its social media platform, accessible online. This is evident in research conducted by the Indonesian Internet Service Providers Association (APJII, 2017), which revealed that approximately 87.13% of internet users use social media. The use of gadgets in elementary school children has become a global phenomenon that requires serious attention from various parties. A study shows that more than 50% of elementary school children in Indonesia access gadgets regularly, with an average usage time of around 3-5 hours per day (Uttami, 2024). This condition triggers new challenges for teachers in directing student behavior related to wise gadget use.

Dr. Cris A. Rowan, an American pediatrician, in his book "Virtual Child: The Terrifying Truth About What Technology Is Doing To Children" said, there needs to be a ban on the use of gadgets at an early age, namely children under 12 years old. This shows that the problem of gadget use in children is not only a local phenomenon, but is a global concern that requires a comprehensive approach. Basically, the use of gadgets can help children in managing playtime, managing strategies in games, and improving right brain abilities, as long as supervision is carried out properly. However, without adequate support or education, children are vulnerable to the negative impacts of gadgets, such as impaired concentration, decreased social interaction, physical health problems, and psychological dependence. In this context, interpersonal communication between teachers and students is

key in controlling the use of gadgets in schools. Interpersonal communication, as defined by Joseph A. Devito, is the process of sending and receiving information between two individuals or a small group of people, which has direct influence and feedback (Harsono, 2017). In living in society, a person must be able to socialize to build good relationships with other people through interpersonal communication (Sartika et al., 2023).

Communication can be identified as a process in which a speaker interacts verbally with a listener to influence the recipient's behavior (Ulmi, 2017). When compared to other types of communication, interpersonal communication is considered the most effective in influencing the attitudes, beliefs, views, and actions of the communicant. Interpersonal relationships need to be improved by improving relationships and cooperation between various parties (YAHYA, 2018). According to Hafied Cangara, interpersonal communication is "a communication process that takes place between two or more people face to face."

Meanwhile, according to Wiranto, "interpersonal communication is communication that takes place in a face-to-face situation between two or more people, either in an organized manner or within a family." (AYATUL, 2024). Interpersonal communication is important because it allows for a dialogue. Dialogue is a form of interpersonal communication that demonstrates the occurrence of interaction (Budaya Komunikasi Interpersonal Remajadi SMA Jakarta Pada Era Smartphone, n.d.). In the dialogical communication process, there appears to be an effort by the communicators to achieve mutual understanding and empathy (Sartika et al., 2023). Our effectiveness in interpersonal relationships is determined by our ability to clearly communicate what we want, or influence others to our will (Supratiknya, 2010).

Because this communication takes place personally and face to face, children can be more open to express problems that arise in their learning activities to their teachers. Through effective interpersonal communication, teachers can instill relevant values and knowledge to children. The communication that occurs between these parties can be a bridge to provide a deeper understanding regarding the time of (Afriani, 2018). gadget use, the content consumed, and the long-term impacts of uncontrolled gadget use.

Interpersonal communication between teachers and students is influenced not only by what is conveyed, but also how it is conveyed. In this case, the teacher's verbal and nonverbal communication both play important roles. Language can be defined as a set of symbols, with rules for combining these symbols, which are used and understood for communication. "Verbal communication is communication that uses symbols or words, whether expressed orally or in writing" (Siregar, 2021). The smallest symbolic unit in language is the word. Words are symbols that represent something, whether a person, object, situation, or event (Alqanitah Pohan, 2015). Nonverbal communication is often more spontaneous and difficult to control than spoken language. Nonverbal communication occurs when people communicate through unspoken messages. Beyond spoken and written words, the term nonverbal is commonly used to describe all communication events.

Based on the results of pre-research in the form of observations in several public elementary schools in Bandar Lampung city, researchers found a phenomenon that in SD

Negeri 2 Perumnas Way Kandis there were indications of high intensity of gadget use among students. Some students seemed more focused on their devices during recess than interacting with peers. In addition, initial information from several teachers indicated concerns regarding the impact of gadget use on students' concentration in learning and social interaction.

The school has issued an appeal prohibiting the bringing of gadgets to school with the consequence of confiscation by the principal. However, the implementation of this rule still faces challenges because gadgets are returned after school hours are over, so the deterrent effect is not optimal. This makes SD Negeri 2 Perumnas Way Kandis a relevant location to observe the role of interpersonal communication between teachers and students in raising awareness of the wise use of gadgets.

This condition triggers new challenges for teachers in directing children's behavior related to gadget use. As the party closest to children at school, teachers have a great responsibility in building children's awareness of the good and bad impacts of gadget use. Thus, teachers and students are involved in intense and strategic interactions to create a conducive learning environment.

This study aims to find out and analyze in depth the role of interpersonal communication between teachers and students in fostering awareness of gadget use at SD Negeri 2 Perumnas Way Kandis. Specifically, this study will examine the implementation of five aspects of interpersonal communication according to Devito in the context of digital character education.

Methodology

This study uses a qualitative approach with a case study design to explore in depth the role of interpersonal communication between teachers and students in raising students' awareness of gadget use. According to Creswell, the basic concept of qualitative research is research that explores and understands the meanings valued by a number of individuals or groups of people considered to originate from social or humanitarian problem (kusumastuti, 2019). The qualitative approach was chosen because this study aims to understand the phenomena that occur in the context of interpersonal communication holistically and in depth, which cannot be reached only with numbers or statistics. The first stage in this research is determining the location and subject of the research. The research was conducted at SD Negeri 2 Perumnas Way Kandis, an elementary school located in Bandar Lampung City.

The selection of this location was based on the phenomenon of increasing gadget use among students and concerns from teachers regarding the negative impact of gadget use on student learning concentration. This research location was chosen because in this school there were indications of problems related to gadget addiction among students that had the potential to interfere with their learning process.

The second stage is the selection of informants who are the data sources in this study. Research informants consist of three categories, namely teachers, students, and parents. A total of three teachers were selected based on their direct roles. interacting with students

inside and outside the classroom, as well as their experiences in managing gadget use at school. In addition, six students were selected with diverse characteristics in terms of gadget usage habits, to provide a broader picture of how gadget use affects their learning process. Finally, four parents were selected to provide perspectives from home on how they supervise their children's gadget use outside of school.

The selection of informants was carried out using a purposive sampling technique and snowball sampling, purposive sampling means that informants are selected based on certain criteria that are relevant to the research objectives, and snowball sampling technique. The author uses key informants to build access to other informants, starting from one informant then expanding and expanding (Wirman et al., 2021). The third stage is data collection, the main data in this study were collected through two main methods, namely in-depth interviews and observations. To obtain reliable information and a complete picture of certain information, researchers can use free interview and structured interview methods or researchers can use interviews and observations to check the truth (Rahardjo, 2010). In-depth interviews were conducted with teachers, students, and parents to explore information about their perceptions of gadget use and how interpersonal communication between teachers and students affects students' awareness of wise gadget use.

These interviews were semi-structured, where researchers had question guidelines, but also gave informants the freedom to answer openly and in detail. An interview is a communication or interaction process to collect information by means of questions and answers between the researcher and the informant or research subject (Rahardjo, 2011). One person asks questions to get information and the other listens carefully and then gives the desired answers until the interview goal is achieved (Gustanti, 2017). Sugiyono (2017:231) describes an interview as a meeting between two people who exchange information and ideas through questions and answers with the goal of gaining meaning on a particular topic (Maryono & Budiono, 2020). Keeping in mind the purpose of collecting information, an interview is conducted when the interviewer asks questions to understand the views, knowledge, attitudes, experiences and other relevant aspects of the interview (Amitha Shofiani Devi et al., 2024). The researcher's research focuses on group activities, so the researcher uses participant observation. Participant observation is a form of observation in which the observer regularly participates and is involved in the activities being observed (Yusuf, 2016).

Observations were conducted to observe direct interactions between teachers and students in class and outside class, especially during recess, to see how gadget use occurs in everyday life at school. Then, document studies are added. Document studies are studies that focus on the analysis or interpretation of written materials based on their context. The materials can be published records, textbooks, newspapers, magazines, letters, films, diaries, manuscripts, articles, and the like (Abdussamad, 2022). Documentation studies are one way in which qualitative researchers can visualize the subject's perspective through written materials or other documents produced directly by the people involved (Herdiansyah, 2019).

The fourth stage is data analysis. Data analysis is a stage carried out after the data has been collected (Jogiyanto Hartono, 2018). Data obtained from interviews and observations were then analyzed using thematic analysis techniques. In thematic analysis, researchers identified the main themes that emerged from the data, such as open, empathetic, and supportive communication between teachers and students, and the impact of this communication on students' awareness of gadget use. The data that had been organized into these themes were then further analyzed to find patterns related to how interpersonal communication can foster students' awareness of using gadgets wisely.

The final stage is drawing conclusions. Based on the results of data analysis, researchers draw conclusions about the role of interpersonal communication between teachers and students in shaping students' awareness of gadget use. This conclusion is summarized from the findings found in interviews and observations, and is linked to existing interpersonal communication theories. This conclusion aims to provide a clear picture of how effective interpersonal communication can help overcome the problem of excessive gadget use among students.

Result and Discussion

This study aims to identify the role of interpersonal communication between teachers and students in raising students' awareness of gadget use at SD Negeri 2 Perumnas Way Kandis. Based on the results of interviews and observations conducted during the study, it was found that interpersonal communication conducted by teachers greatly influences students' attitudes in using gadgets wisely. In general, the results of the study indicate that teachers who conduct open, empathetic, and supportive communication play a major role in directing students to be more aware of the impacts of excessive gadget use, as well as providing them with a better understanding of time management and content that can be accessed through gadgets.

1. **Teacher Transparency:** Teachers who are open in communicating with students about gadget use can influence students' understanding of the rules imposed in the school. Teachers clearly explain the reasons behind the policy, such as the importance of focusing on learning and maintaining eye health.
2. **Teacher Empathy:** Teachers show empathy in understanding students' needs to interact with the digital world. They do not judge immediately, but guide students in a way that supports and provides an understanding of wise time management.
3. **Teacher Support:** Teachers provide real support to students by providing more useful alternative activities, such as physical games or classroom activities that do not involve gadgets. This has been proven to help divert students' attention from gadgets and reduce their dependence.
4. **Parental Involvement:** Parents also play an important role in controlling gadget use at home. Some parents who follow the teacher's direction on gadget management find it easier to limit their children's gadget use time at home.

5. **Challenges in Behavioral Change:** Despite efforts made by teachers and parents, some students who are used to using gadgets find it difficult to reduce their gadget usage time. This shows that behavioral change requires time and a consistent approach.

Discussion

Based on the results obtained, several important points can be discussed that reflect the role of interpersonal communication in raising students' awareness regarding gadget use:

1. **The Role of Openness in Interpersonal Communication**

Teachers at SD Negeri 2 Perumnas Way Kandis show openness in their communication with students regarding gadget use. This openness can be seen from the attitude of teachers who are willing to listen to students' complaints and experiences about gadget use at home and at school. Open teachers provide space for students to share their views without feeling judged. Teachers also openly explain the reasons behind the rules implemented regarding gadget use, such as the importance of focusing on learning and maintaining health. This has proven effective, because students feel more appreciated and understand more about why they are asked to reduce their gadget time at school. For example, a teacher explained that "we always talk to students about the dangers of excessive gadget use and why we impose time limits on playing at school." This openness makes students not feel forced, but rather an understanding that comes from themselves, which ultimately makes them more aware and more compliant with existing rules.

2. **The Role of Empathy in Managing Gadget Use**

In addition to openness, teacher empathy also plays an important role in effective interpersonal communication. Teachers do not only give orders or rules, but also try to understand the reasons why students use gadgets. In interviews, several teachers revealed that they realized that children have a need to interact with the digital world, such as playing games or watching videos. Therefore, teachers try to understand the students' perspectives and do not immediately judge them. For example, one teacher stated, "I know they like to play games, but we have to teach them to manage their time wisely." Teachers with empathy teach students about time management and the benefits of positive gadget use, such as using gadgets to study or search for useful information. With this empathetic approach, students feel supported and not cornered, which allows them to be more open to accepting advice and rules that are imposed.

3. **Support in Communication to Direct Student Behavior**

In addition to openness and empathy, support from teachers is also very important in fostering student awareness. The support provided by teachers is not only in the form of advice, but also in the form of real actions, such as providing alternative activities that are more useful. Some teachers in elementary schools Negeri 2 Perumnas Way Kandis invites students to participate in physical activities or traditional games, which can reduce their dependence on gadgets. For example, a teacher said, "After the exam is over, we invite students to play ball or other physical activities, so they can divert

their attention from gadgets." This approach has proven effective in providing students with direct experience that they can have fun without gadgets. In addition, teachers also provide support in the form of awards to students who succeed in reducing the time they use gadgets. This award provides additional motivation for students to continue to follow the existing rules. In this case, the support provided by teachers is crucial in strengthening changes in student behavior.

4. Parental Involvement in Raising Student Awareness

Not only teachers, parental involvement also plays an important role in managing gadget use by students. The results of interviews with parents showed that they found it easier to supervise gadget use at home after receiving an explanation from the teacher regarding the importance of limiting gadget use time. Several parents expressed that they felt more aware of the negative impacts of gadgets after hearing an explanation from the school. One parent said, "After the teacher explained the impacts of gadget addiction, we became more assertive in regulating our children's gadget play time at home." Good cooperation between school and home is essential in ensuring that the rules implemented at school can be continued at home. Thus, students' awareness of the importance of limiting gadget use can be applied more consistently.

5. Challenges in Changing Student Behavior

Despite many efforts made by teachers and parents, this study also found challenges in changing student behavior related to gadget use. Some students who have been accustomed to using gadgets for a long time find it difficult to reduce the time they use them. For example, there are students who admit that even though they have been given direction, they find it difficult to control themselves when using gadgets. However, this shows that behavioral change is not an instant process. Teachers at this school try to be more patient and provide support to students who are having difficulties, by providing understanding and motivation continuously. Several teachers said that they continue to monitor student development and continue to provide direction without feeling frustrated, what is important is consistency in providing support.

Conclusion

Based on the results of this study, it can be concluded that open, empathetic, and supportive interpersonal communication between teachers and students has a very important role in raising students' awareness of the wise use of gadgets. Teachers' openness in providing explanations, empathy in understanding students' needs, and real support in the form of more useful alternative activities have succeeded in changing the behavior of most students regarding gadget use. In addition, parental involvement also plays an important role in supporting school efforts in managing gadget use by students. However, the challenge in changing the habits of students who are accustomed to excessive gadget use still exists, and this requires patience and consistency from teachers and parents.

Effective interpersonal communication between teachers and students has been proven to be able to raise students' awareness in using gadgets wisely, so that further research is suggested to explore the role of educational digital media or involve

collaboration between schools and families on a wider scale as a preventive strategy against gadget addiction.

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